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ABSTRACT

Assessment cannot be considered separately from teaching and learning because assessments are the motivation for both teacher and student. This book explores a new system of assessment, not just modified tests. It describes for people inside and outside the educational community the kinds of assessment frequently mentioned in talk about educational reform, whether these assessment types are referred to as authentic, alternative, or performance based. It is argued that the new methods of assessment can be as rigorous, reliable, and valid as the traditional ones, and that their use can have a dramatic impact on teaching style and student achievement. Many examples from actual practice are given of the new assessments in action. The following chapters are included: (1) "From Testing to Assessment"; (2) "Assessing Writing in California, Arizona, and Maryland"; (3) "Examples of Performance Assessments in Science and Mathematics"; (4) "Getting Students, Parents, and the Community into the Act"; (5) "Portfolios"; (6) "Teachers and Assessment: Privilege and Responsibility"; (7) "How American Education Got into the Testing Trap"; and (8) "Next Steps." (Contains 10 figures and 167 references.) (SLD)

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